

## **STRESZCZENIE PRACY W JĘZYKU ANGIELSKIM**

The dissertation aimed to analyse the language of advertising messages, its structure in verbal and non-verbal communication, as well as its reception by early childhood children from the perspective of language and their communication experiences. In addition, the most frequently used forms of communication, persuasive techniques relating to the content of the advertising message were shown, together with the stages concerning the development of their understanding by the study group.

The dissertation was carried out based on qualitative research in the context of pedagogical science and linguistics. According to the research plan, a group of fourteen people of younger school age were interviewed. The research was conducted in two stages. The first stage involved collecting research material in the form of illustrations, either created during art education classes or as homework and included the technique of free storytelling about a chosen creation. In the second phase, children's narratives about advertisements were used. These interviews were conducted after the pupils had made their first pictures and given information about them. Regarding the number of drawings analysed, each person made five artworks on the following topics: a favourite advert and one that they dislike, a Christmas advert, a self-advertisement of their talent, and an advertisement for a preferred book. After making each illustration, the participants talked about what they had drawn. In addition, the children took part in a longer conversation about the theme of advertising, showing their perception of this form of communication. The research material consisted of a detailed transcription of the recorded statements, the children's creations, and the advertisements indicated by the study group of children.

The analysis of the statements of the participants concerning the drawings and, in part, the slogans written on them, made it possible to distinguish such language components as slogans, metaphors, foreign or strange-sounding words, including Anglicisms, and phraseological expressions. In addition to this, it was found that children reproduce the content heard in promotional messages or transform it according to their intentions. They hum songs or can express, by modulating their voice, texts from specific advertising messages. The pupils' statements made it possible to distinguish the following linguistic consequences: questions, informing, telling, rewarding, praising, complimenting, positively or negatively evaluating, punishing, threatening, criticising, joking, complaining, warning, thanking, explaining, maintaining the mood and contact, accepting a feeling or not, accepting an idea or not, silence, which was conditioned by the

context of the dialogue at the time. Through the analysis, it was found that the language of advertisements projected the communicative characteristics of the respondents due to its appearance in different places of speech and circumstances. Promotion is the most common way of acquiring customers according to female and male co-interlocutors. Based on the research, persuasive techniques were identified, such as direct phrases addressed to the addressees of promotional messages, persuasive vocabulary, value-laden adjectives, and adverbs, influencing the recipient's emotions, presenting benefits, and comparing the effects of products.

All children confirmed that they had been exposed to an advertising message. They were able to give their definition of advertising, which they associate primarily with a purpose, i.e. buying. Pupils in early childhood education were most likely to talk about food-related advertising and were particularly keen to talk about sweets. They also mentioned other categories, for example: toys, clothing, footwear, medicines, cosmetics, household goods and equipment, and automobiles. Their experiences, preferences, and place of residence proved to be determinants when typifying particular messages. Television advertising is the most familiar to the participants of the study. Promotional messages appearing on the Internet were also mentioned a lot. Only a few mentioned the other possible channels for their broadcasting, namely radio and billboards. A factor working in favour of the adverts is the appearance in them of mainly national youtubers, much less footballers. Few talk to caregivers when it comes to these messages. The interviews conducted also show the different attitudes of children towards advertising messages. The emotions caused by them were referred to a great extent. However, the result showed that more advantages of these messages were mentioned, which include the acquisition of certain knowledge and skills. In addition, it was characteristic of the pupils' drawings to include even several times the names of the advertised things, as well as to present trademarks very accurately with appropriate colouring.